

FE Week



Intermediate — Danielle Calvert, employer MBDA Missile Systems, provider, Oaklands College; Evangelene Brookes, The Community Housing Group, Kidderminster College; and Lois McClure, The Co-operative Group, Learndirect



Higher — Memona Mohammad, BT (employer provider); Leanne Ingledew, MBDA Missile Systems, Oaklands College; and Hayley James, IBM UK, Highbury College



Advanced — Daniel Swain, Delphi Diesel Systems, UCS Bury St Edmunds; Anna Schlautmann, MBDA Missile Systems, Alliance Learning; and Drew Reidy, BAE Systems, Mid Kent College



MEET THE BEST

These are the learners shortlisted in the annual Apprentice of the Year Awards.

The awards are handed out in three different categories — one to an intermediate level apprentice, another to an apprentice studying at higher level and the final award for advanced apprentice of the year.

Skills Minister Nick Boles said: "To be named as a finalist in the National Apprenticeship Awards is a huge achievement and I wish them all the very best of luck for November 23.

"As these apprentices and employers have shown, apprenticeships provide an ideal

opportunity for businesses to grow their own talent and improve productivity, while helping young people to get the skills they need.

"I would urge employers and individuals around the country to consider how an apprenticeship can help them to achieve their potential."

The winners will be named at the Skills Show in Birmingham.

One of the nominees, Anna Schlautmann, is also featured on page eight in her role as a member of the Industry Apprentice Council (IAC).

See page seven for details of the Apprentice Champion of the Year Award nominees.

SEE PAGE 7

600+ QUALS GET FUNDING AXE



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LEARNER 'PLOTS' COLLEGE PIPE BOMB ATTACK

PAGE 4



AMBASSADOR HOLT LEARNERS HIT BY SFA DELAYS

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Around 150 learners with government apprenticeship ambassador Jason Holt were left "stuck" and unable to register for the start of qualifications because of issues with the Skills Funding Agency's (SFA) delay-prone Learning Aim Reference Service (Lars), *FE Week* can reveal.

Mr Holt, whose influential 2012 review of apprenticeships concluded that a main barrier to small and medium enterprises (SMEs) taking on apprentices was "poor process," took to Twitter to air his frustration at the situation.

He wrote on November 2: "Hands tied. Learners stuck. We await our prime contractor to sort with @skillsfunding [SFA]."

Learners were unable to start new level two and three jewellery manufacturing, silversmithing and allied trades

apprenticeships run by the Holts Academy, with prime contractor the University of the Arts London, on time because of a delay in listing frameworks on Lars.

Mr Holt told *FE Week* that the issue affected around 150 learners, but had since been resolved with the frameworks appearing on Lars later this month.

He said: "It has been a difficult time for the jewellery industry with delays to the approval of the new apprenticeship, preventing new learners from commencing on these learning programmes.

"We are pleased to see that the issues surrounding this have now been resolved and that the information will appear on Lars from November 20.

"I am very supportive



of the SFA. They do as much as they possibly can but they do need to be mindful of making sure that learner experience is not interrupted. Overall, they do a good job of that."

An SFA spokesperson acknowledged the delay, but stopped short of apologising for the problems, although she did say steps had been taken to allow learners affected by the delay to start as soon as possible.

She said: "Providers will be able to select the new aims for level two and three jewellery manufacturing, silversmithing and allied trades apprenticeships framework from Lars for the R04 data collection, which opens on November 20.

"The implementation date of the new aims and the removal of existing aims will be backdated to October 2 as per the approval date.

This means October 2 will be

the first date for new starters on the updated version of the framework."

It comes after concerns were raised about the ability of the Lars system to cope with a backlog of last-minute submissions from awarding organisations (AOs) after a deadline of September 1 was imposed this year.

Speaking in September Association of Employment and Learning Providers chief executive Stewart Segal accused the SFA of creating a "false deadline" for AOs, which he warned would lead to "risks" for providers.

He said: "The tight timescale means providers take on all of the risk — those looking to expand and deliver programmes can't make any promises on what they're going to deliver if they don't know what funding they'll be getting."

No one from the University of the Arts London was available for comment.

See editor's comment on page 6

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See back page for more information.



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NEWS

MPS HEAR YOUNG APPRENTICESHIP PROGRAMME COMEBACK CALL

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Apprenticeships for 14 to 16-year-olds should make a comeback, sector experts have told MPs.

All eight witnesses appearing before the House of Commons Education Select Committee hearing last week agreed a return for the programme could help prepare young people for the workplace and further training before turning 16.

The young apprenticeship, which consisted of two days a week in the workplace, alongside maths, English and other subjects, was scrapped in 2010 due to fears over cost.

David Massey, senior manager, UK Commission for Employment and Skills said that around a third of employers who take on a 16-year-old apprentice report that the youngsters were poorly prepared.

“And when you ask them why they invariably say lack of work experience,” he told the committee, which is investigating traineeships and apprenticeships.

He agreed that the 14 to 16 apprenticeship could help to combat this.

Alison Fuller, professor of vocational education and work at the Institute of Education, told the committee she and the other witnesses were “disappointed” when the programme was phased out and there hadn’t been a “strong evidence base” for the decision.

“The strong feature of them was that it wasn’t a case of closing down options for those who were on the programme because

they had to do seven GCSEs as well, so it was an enhanced programme,” she said.

“And the evidence is that the graduates were going in all sorts of directions — A-levels, vocational education, apprenticeships.”

Committee member Dominic Raab — who last year put a bill to revive the programme before parliament, but it failed to pass by the end of the session and so was dropped — agreed.

“When you look at all the evidence, young apprenticeships were phenomenal to have at least as an option,” he said.

Learner numbers on the programme were restricted by the previous government and the programme, started in 2004, was cancelled under the Coalition over concerns that it cost £3,000 per learner more than if they had been in school.

However, David Harbourne, Edge Foundation director of policy and research, said expanding the scope of the programme could have made it better value for money.

“The previous government capped the numbers to 9,000 per cohort, that meant that if you had a school in which you had four young apprentices, there were no offsetting savings to the school whatsoever,” he said.

“If you could get numbers up to around 30,000 you would start to see economies of scale that we never saw when the numbers were capped.”

The next evidence session is due to take place on November 26. Witnesses are yet to be announced.

FE Week up for awards

Two *FE Week* reporters have been shortlisted for honours at the 2014 CIPR education journalism awards.

Paul Offord and Freddie Whittaker are both up for outstanding coverage of apprenticeship and skills.

Mr Offord is also in the running for the outstanding FE journalism prize, along with *FE Week* editor Chris Henwood.

The awards, in their 10th year, relate to the 2013/14 period and the winners will be announced at a ceremony in London’s Dartmouth House next month.

“For the second year running *FE Week* journalists have been shortlisted in these awards, which is no mean feat for a publication that has only been in existence for just over three years,” said Mr Henwood.

“My congratulations to Paul and Freddie, who both thoroughly deserve places on the shortlists. Their approach to reporting displays the tenacity and integrity for which *FE Week* has become well-known.”

FE WEEK

NEWS IN BRIEF

Rise to the challenge

Employers and training providers have been invited to enter apprentice teams for the 2015 Brathay Challenge.

The competition, in its fourth year, tests teambuilding, leadership and communications skills through work-related challenges.

Regional heats will be held from January to April before eight teams compete in the final at the Brathay Trust’s HQ by Lake Windermere in July.

Applications, which can be lodged at Brathay.org.uk/challenge, opened on Monday (November 3) and will close on December 12.

NEWS

Agency review puts 1,600 quals in the funding firing line

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Public funding for nearly 700 adult qualifications is to be axed while a further 972 are also at risk following a Skills Funding Agency review, it has been announced.

The agency released lists of qualifications with no or low demand — of fewer than 100 funded enrolments a-year — since August 2012, which it said it would no longer fund from 2015.

Of the 691 qualifications to be scrapped with no demand, 33 were level one, 243 were level two, 289 were level three, 90 were level four while 29 entry level qualifications were also listed to go.

Awarding organisations (AOs) who want to save their qualifications among the 972 with low demand have until December 4 to make their case to the agency.

Federation of Awarding Bodies chief executive Stephen Wright (pictured front page) told *FE Week*: “I’m happy with the list, as long as the agency responds reasonably to reasonable requests — we’ll be keeping an eye on it.”

He said there were many reasons why an awarding body might want to save a qualification, for example an expected increase in uptake, a course in a sector with skills shortages or a strong uptake for non-funded learners.

The agency was tasked with reducing the number of adult vocational qualifications it funded following the Nigel Whitehead report, published in November last year, which called for 95 per cent of the 19,000-plus adult qualifications to be axed. Meanwhile, last year’s annual review resulted in funding for 1,601 qualifications being cut.

City & Guilds has 88 qualifications set to be cut in this year’s review and a further 223 at risk due to low demand.

Director of product Chris Kirk said: “Low take-up can be the result of small markets, not lack of interest. We have no interest in spending time and effort developing something no one wants.”

He added the organisation would continue to offer non-funded qualifications if demand existed.

A spokesperson for WJEC, which has 14 no demand qualifications on the list and 17 with low demand, said it was “in discussion” with centres over whether to appeal.

A spokesperson for Pearson, with 85 no demand and 158 low demand, said it would also be working with providers on possible appeals.

The agency said providers should speak to AOs about efforts to retain qualifications, who would then make the case for retention.

Sixth form college bosses’ £500 ‘incentive’ raises ethics query

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Concerns about the “ethical use of funding” have been raised after a sixth form college started advertising £500 incentives in a bid to lure high-achieving learners to its proposed new free school sixth form.

New College Pontefract applied to the Department for Education (DfE) last month to set up New College Doncaster, which would open in 2016 for up to 1,200 learners.

The website for the new sixth form advertises an ‘academic scholarship’ in which: “If you are predicted to achieve more than five A grades in your GCSEs, we will offer you the opportunity to receive £500 and a place in our Excellence Academy to support your post-16 education.”

But professor of education and public policy at Durham University Stephen Gorard (pictured top) said the use of public money to incentivise enrolments was a cause for concern.

He said: “I have never heard of this before and I can’t see that it would be an ethical use of funding, given that it would cost money from the public purse that could have been spent on something else.”

However, Richard Fletcher (pictured bottom), vice principal at New College Pontefract, defended the offer in an interview with *FE Week* sister publication *Academies Week*.

“The £500 is something quite new to the college. This is something that we are looking at doing,” he said.

“It’s an incentive — it might not be £500, and we might look at a laptop, an iPad, something to support them with their studies. It will be a choice of what the student wants, we’ve got the idea from some other colleges which is something schools and colleges seem to be doing at the moment. It is about raising aspirations I would say, an incentive to attract the best students from the area to sign up to our college.

“Until we got to the stage of opening and we had the students applying and enrolling we wouldn’t know how many students would receive this. There is no guarantee they would receive it until they had got their results, once they had their results then we would be committed to keeping to what we said. It wouldn’t be offered on predicted grades it would be offered on actual grades so when they come to enrol after their GCSE results.

“It is a little bit like a private school saying to someone who is good at rugby, come to our school and we’ll pay for your fees. It’s a scholarship for the brighter students.”

The DfE is due to confirm next month whether the college, rated outstanding by Ofsted, has reached the next stage in the free school application process.



STRODE SCORES OUTSTANDING CLEAN SWEEP

A Somerset college has scored a clean sweep of outstanding headline ratings in a glowing Ofsted report.

Strode College, in Street, became the first college this academic year to achieve a grade one result — and the ninth since the new Common Inspection Framework was introduced in September 2012.

It got grade ones in each of the headline fields and a further 16 outstanding ratings out of 20, with the remaining grades all ‘good’. It won praise from the education watchdog for its English and maths provision, wide range of courses and governors’ “clear and ambitious vision”.

The report, published at the end of last month, bumped Strode College up from grade two.

Principal James Staniforth said: “Our teachers and support staff are among the most talented, experienced and dedicated that I have ever known.”

He added he was “particularly delighted” with the outstanding judgement for teaching and learning.

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NEWS

Local authorities losing Neets track say MPs

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Participation in education, employment and training among 16, 17 and 18-year-olds will not improve unless the government tackles problems with young people slipping through the net, a senior MP has warned.

During a hearing of the Public Accounts Committee's inquiry into 16 to 18 participation, chair Margaret Hodge (pictured) warned Department for Education (DfE) Permanent Secretary Chris Wormald that the government had to deal with the issue of young people classified as "unknown".

MPs grilled Mr Wormald over a National Audit Office (NAO) report entitled 16 to 18-year old participation in education and training, which showed a big disparity between local authority areas in the percentage of young people for whom the government had no information about their status.

Ms Hodge said: "If you're going to get on top of Neets you've got to know. If you don't even know where they are you're never going to be able to find anything."

Mr Wormald was given examples of the disparity. For example, in the London boroughs of Barking and Dagenham and Hackney, the figure was 19.8 per cent, but in nearby Thurrock, it was 0.3 per cent.

Daventry MP Chris Heaton-Harris said: "I was quite surprised to see the massive variation in those figures by local authority area, and I was just wondering if you can explain

that for me.

"Is there any reason to suppose that the information is being captured inaccurately by the local authorities concerned? It is surprising that you have similar authorities in adjacent geographical locations with such dissimilar figures."

Mr Wormald replied: "It's possible, but I'm not going to comment on individual authorities without having discussed it with them."

"The figures you are giving me are intrinsically surprising, and I don't off the top of my head see an obvious explanation. I'm quite happy to look at those cases and come back to you."

Speaking about careers advice, Mr Wormald promised action from Education Secretary Nicky Morgan, but he was warned by Ms Hodge about contradicting evidence, after he claimed that "the vast majority of schools want to do well for their pupils".

Ms Hodge said that Ofsted's annual report showed that "one-in-four young people would have made a different choice if they had known about the options they had before them", adding: "You've got a problem here".

She said: "If you honestly say to us 'we can't do more because we haven't got the money and we've decided to cut this' I could

buy that because I know the difficulty of getting a decent careers service going. But to pretend that schools do it well when the bulk of the evidence is against you is a bit difficult."

The committee also discussed apprenticeship reforms and funding cuts, particularly for 18-year-old learners.

A spokesperson for the Association of Colleges (AoC) said: "AoC has always supported raising the participation age to 18, but we need to ensure the funding, careers advice and transport is in place so all students can access excellent education."

"It was good to see the MPs on the committee seeking to hold government to account and raise the variable performance of local councils in knowing whether 16 and 17-year-olds are actually in education or training."

Dr Mary Bousted, general secretary of the Association of Teachers and Lecturers (ATL), said: "When so many young people are still out of work, the government needs to do much more to ensure that students everywhere, whether in school or college, have access to high quality, independent, face-to-face careers information, advice and guidance."

Mr Wormald is due to appear in front of the committee again on November 17.



Police on campus after bomb accused in court

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The principal of a college at the centre of an alleged bomb plot has sought to reassure staff and learners after a teenager appeared in court charged with possession of a gun and pipe bombs.

Newcastle College boss Carole Kitching said it remained a safe place to study after Liam Lyburd, believed to be a former learner at the college, appeared before magistrates in nearby North Tyneside on Thursday (November 6) accused of plotting to "cause serious harm".

He spoke only to confirm his details and was remanded in custody.

Ms Kitching confirmed that police officers would patrol the college campus for an undetermined period of time after 18-year-old Lyburd, of Hamilton Place, Newcastle, was arrested on Monday (November 3) following a report to police of concern for a person at an address at Hamilton Place.

Lyburd was charged on the Wednesday night with possessing a firearm with intent to endanger life, possessing ammunition with intent to endanger life, and five counts of possessing an explosive substance, namely a pipe bomb, with intent to endanger life.

Ms Kitching said: "I would like to reassure staff, students and their families that their safety has been paramount to us and the college remains a safe place to study."

"The security team already works in close

partnership with the local neighbourhood policing team and this will continue. Officers will be on patrol around the campus to offer reassurance and anyone who is concerned can speak to an officer or contact the college's welfare team.

"People should attend the college as usual. We have an extensive network of CCTV cameras monitoring key areas inside buildings and across the campus and our security staff are on duty 24 hours a-day."

A police spokesperson said: "The investigation to date has revealed that there was intent to cause serious harm at Newcastle College, we are confident that we have prevented the

incident from taking place.

He added: "Enquiries are continuing into this incident."

The case has been sent to Newcastle Crown Court, where Lyburd is due to appear on November 20.



DfE borrowing move 'unfair' — SFCA

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The Department for Education (DfE) has defended its continued refusal to exempt sixth form colleges from VAT after a controversial move to give academies borrowing powers.

The borrowing powers of sixth form colleges have long been seen by government as a justification for their continued payment of VAT, but an announcement that academies — and also colleges — will be allowed to borrow from the DfE's condition improvement fund (CIF) has prompted the Sixth Form Colleges Association (SFCA) to renew its call for change.

SFCA deputy chief executive James Kewin said he was pleased sixth form colleges would also be able to take advantage of the low levels of interest offered by the DfE scheme — ranging from 1.5 per cent to 2.5 per cent — but said the inclusion of non VAT-paying academies in the deal was unfair.

Mr Kewin said: "The government's position on the VAT treatment of sixth form colleges has always been shaky, but this latest development means it is now completely indefensible."

"We urge the government to drop this tax on learning that sees the average sixth form college redirect £335,000 a year away from the front line education of its students to pay VAT. Young people should receive the same level of investment in their education, irrespective of where they choose to study."

He welcomed the fact sixth form colleges would have access to the CIF loans, adding: "We have been making the case to government for some time that the ability to borrow money has become an increasingly theoretical freedom for many sixth form colleges — many of our members are unable or unwilling to take out new loans as the ongoing reduction in funding hinders their ability to make repayments."

"So we are pleased that the Government has responded to our concerns and allowed Sixth Form Colleges to access loans for capital projects at the same non-commercial rates as schools and academies."

A DfE spokesperson said: "To help schools get access to the funding for maintenance and improvement of buildings they can now choose to borrow from the CIF at a favourable rate — with zero interest for energy efficiency projects. All loan repayments will be cycled back into the fund, meaning other schools will continue to benefit once the loan has been paid."

"The ONS categorises sixth form colleges as private sector organisations and, as such, they are liable for VAT. Academies are classed as public sector organisations and are not."

"Although academies are now able to borrow fixed sums of money from the CIF, they cannot borrow from the private sector. Sixth form colleges are still able to borrow from the open market."

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FE WEEK COMMENT

Halt holt issue

The SFA has come in for much criticism for its bug-ridden and delay-prone new online systems where providers check and record learner funding.

And there are still MIS officers up and down the country wishing for an end to their Fis and Hub nightmares.

They had thought that their Lars troubles were over and, in the main, they are — other than the backlog of frameworks awaiting entry, as experienced by Jason Holt.

Despite his very understanding take, he must have been left wondering what is going on at the SFA.

Having endured its own jobs losses, perhaps there are simply not the staff numbers for new chief Peter Lauener to ensure the best possible service?

But even his remit, with the sizeable responsibility of the EFA, has been questioned.

With the weight of Treasury to contend with, it's unlikely he could push back the tide of cuts and job losses that have hit the SFA.

But if he's unable to act against that, then perhaps an independent review of exactly what has, and what continues to go wrong at the SFA is within his power — Fis, the Hub, cases such as Mr Holt's and whether overstretching has become an issue need looking at.

The sector must have an SFA in which it has faith. An SFA that provides outstanding service.

Chris Henwood
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TOP ED SELECT COMMITTEE TWEETS

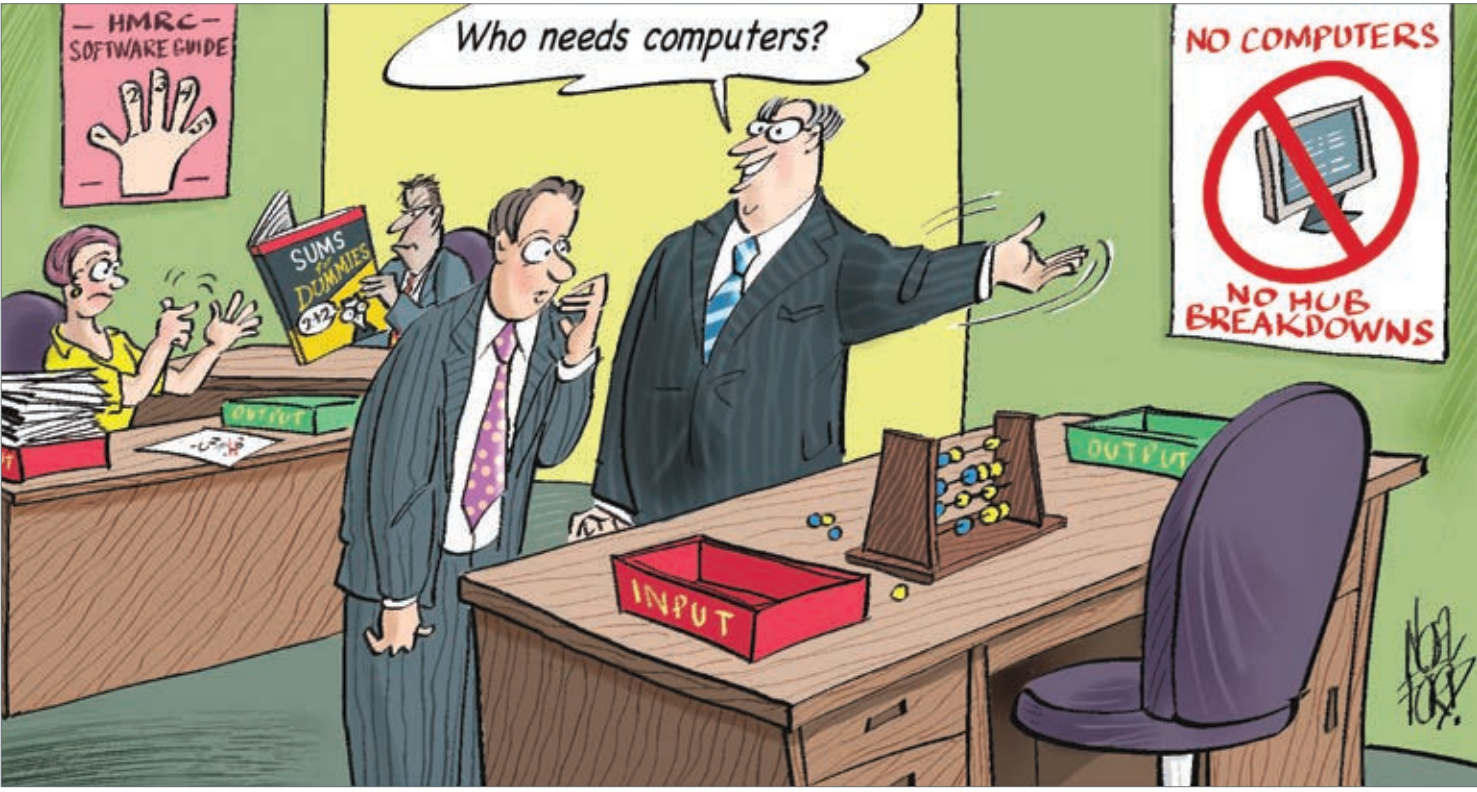
@AoC_Campaigns
Great to listen to the Education Select Committee yesterday talk about the lack of information over apprenticeships and their benefit #cgg

@SecondaryCEIAG
Hoorah, finally! Prof Alison Fuller points out that demand from young people for Apprenticeships massively outstrips supply #edselectte

@shanechowen
The education select committee are discussing 16-19 apprenticeships

@neil_mp
First @CommonsEd session on Apprenticeships inquiry underway, focusing on policy & operation

@BillEstersonMP
Employers representatives tell #edselectte that government should bring back work experience in schools



HMRC tax apprentices — no ICT skills necessary

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Computer skills are “not relevant” for tax apprentices enrolling on a new framework at Her Majesty’s Revenue and Customs (HMRC), *FE Week* can reveal.

Learners on the HMRC’s level three programme do not have to learn ICT skills as part of the “transferable skills” section of the programme.

In contrast, a level two business administration apprenticeship run by Skills CFA requires ICT training.

A spokesperson for HMRC said it had an “entire division of highly skilled IT staff” with “separate development programmes”.

He added: “HMRC requires a vast array of skills to ensure the tax system continues to evolve and operate to meet the needs of our customers.

“While ICT is an essential and greatly valued skill for all roles at HMRC, the tax apprenticeship is specifically tailored to policy work where certain skills are essential to do the job.”

But the lack of transferable ICT skills in the

framework has been criticised by the National Institute of Adult Continuing Education (Niace), with chief executive David Hughes warning apprentices might not be getting the most out of the course.

He said: “It is inconceivable that any apprenticeship should not have a good dose of IT skills as part of the programme. An apprenticeship shouldn’t be just about the current job, but should equip each apprentice with the skills they need to guarantee they have a sustainable and fulfilling career.

“To achieve that, we know that digital skills are as essential now as good English and maths. As technology progresses this will only increase. By next year it is estimated that 90 per cent of jobs in the EU will need at least basic computer skills. However around half of adults don’t have them and almost two-thirds of employers (62 per cent) have concerns about the level of IT skills in their workforce.

“So I am surprised that the apprenticeship in ‘tax’ does not recognise this and am concerned that the apprentices are not getting the full and expansive experience in their training to equip them for a career which might span several jobs, different sectors and

un-knowable technological change.”

The tax framework was submitted to the Skills Funding Agency by HMRC two days before the August 31 cut-off for schemes not run through the Trailblazer programme.

The HMRC argued the new framework provided “a structured approach to training and developing prospective tax specialists who understand the needs of the organisation,” and was developed “to create a new vocational pathway in tax to attract, develop and retain talent for the future and to professionalise the roles for HMRC”.

The department claims the framework was relevant for tax caseworkers, support risk-based quality compliance checks into businesses, employers and individuals, and for tax/policy specialists, who draft guidance for HMRC and external customers of the department.

A spokesperson for the Department for Business, Innovation and Skills said: “ICT qualifications may be included in an apprenticeship framework or standard, where the developer believes they are necessary for the job. Qualifications in ICT are not a mandatory part of all apprenticeships.”

NEWS

Former learners compete for champion title

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One of these three former learners will be crowned apprentice champion of the year at the Skills Show in Birmingham on Thursday (November 13).

Ashley Terron, Kate Mooney and Michael Johnson are all contenders to be recognised as the person who has made the biggest contribution to promoting apprenticeships at the National Apprenticeship Awards.

All three have battled it out in the regional finals, with Ashley representing the North West, Kate representing London, and Michael representing the East Midlands.

National Apprenticeship Service director Sue Husband said: “The City & Guilds Apprenticeship Champion of the Year category is always hotly contested at the awards and this year proves no different.

“Kate, Michael and Ashley are exceptional ambassadors for apprenticeships both within their own workplaces and beyond.

“I hope their stories inspire others to find out how apprenticeships can help young people to get in and go far.”

Bricklayer Ashley, who is employed by Redrow Group Services Ltd, won gold at the 2013 WorldSkills competitions in Leipzig and since then has helped to promote apprenticeships through local, national and international media.



Ashley Terron



Kate Mooney



Michael Johnson

Kate completed an apprenticeship in business administration in 1996 and now leads the design of British Telecom’s apprenticeship programme as well as helping to develop training across the telecommunications sector.

Michael left school unqualified and became an apprentice with broadcast technology company Rediffusion.

He is now training and development manager for construction company Gelder Group and sees himself as an ambassador for apprenticeships.

The apprentice champion award is sponsored by City & Guilds.

The UK managing director of City & Guilds, Kirstie Donnelly, said: “It’s

fantastic to recognise the achievements of these finalists.

“They are true examples of just how far apprenticeships can take you.

“I’m confident they will continue to inspire others, and I wish them the very best of luck.”

The apprenticeship awards will also see awards given out to apprentice of the year for intermediate, higher and advanced apprenticeships and apprentice employer of the year.

You can see the nominees for these categories on the front page and find out who the winners were in next week’s edition of *FE Week*, edition 118, dated Monday November 17.

Workload fears for new SFA boss

Concern has been raised about the workload of Education Funding Agency (SFA) chief executive Peter Lauener after the same role at the Skills Funding Agency (SFA) was added to his remit.

Mr Lauener took up the additional role on Monday (November 3) and Shadow Education Secretary Tristram Hunt told *FE Week* sister newspaper *Academies Week*: “The National Audit Office (NAO) has warned about the EFA becoming overloaded — yet ministers respond by appointing its chief executive as the joint chief executive of the SFA as well as the EFA.”

The EFA employs around 950 staff and manages £54bn of funding a year to support state-provided education for 8m children aged three to 16, and 1.6m 16 to 19-year-olds. Meanwhile, the SFA employs around 925 staff and contracts with more than 1,000 colleges, private training organisations and employers, with more than £4bn of funding each year.

The SFA job was advertised with a salary of £142,000, but Mr Lauener, who earns up to £145,000 with the EFA, will not receive a pay rise for his new role, said a government spokesperson.

A spokesperson for the Department for Education, which oversees the EFA, said: “Peter has a strong team of directors who take day-to-day responsibility of the EFA’s functions.” The SFA declined to comment.

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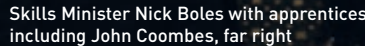
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Concern over college bonus despite 'flaws'

Dr Vince Cable

“A lot of my peers and my teachers weren’t very happy with my decision, for example, telling me: ‘I thought you were clever’. I said: ‘yes, I am clever, and that’s why I’m an apprentice’.”



He added: “As this [PAC] report says, the Work Programme is helping more people than any previous employment programme, with over 330,000 people moving into lasting work.”

City and Islington College centre for lifelong learning director Grant Glendinning said: "We are delighted to be part of cultivating this hugely beneficial partnership."



She added: “The colleges involved are the acknowledged experts in the delivery of high-quality apprenticeships; the University of Law has the reputation, legal expertise and relationships with legal employers. For both students and apprentices, it is a win-win.”



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PROFILE



The people who are making the policy are the ones who actually influence what you can and can't do as a teacher

STOTT MOTTO OF ENTHUSIASM

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In the office of Carole Stott’s mentor and university lecturer Gerard Boynton, there was a sign hanging up that read: “All we need to make us really happy is something to be enthusiastic about.”

It is a motto that Stott, now chair of Skills Show organisers Find a Future, director and chair of the Association of Colleges (AoC) board and chair of governors at City of Bath College, says she’s seen reflected in her own career.

“I want to do things that make a difference, that are worthwhile. You want to do something that rocks your boat,” she tells me as we sit down in Find a Future’s offices, overlooking the rooftops of Victoria.

And her enthusiasm for her various roles in the skills sector is obvious — her eyes light up as she looks forward to the Skills Show this week (which will also see Stott’s 63rd birthday).

She originally trained as an English teacher, partly inspired by being asked by her own teachers to explain concepts to the class.

“I love that feeling — when you feel you’ve grasped something and understood it,” she says.

“There’s nothing better in education than actually understanding — that’s what it’s all about, the joy of understanding.”

At home, in Bury, then part of Lancashire, she says, the three most important things were “hard work, education, family” — her parents, Kathleen and Jack, who had both left school at 14, “suffered from their lack of education”.

“I came from a very working class background,” she says.

“I didn’t know it at the time, but looking back, we were quite poor — but my parents were very respectable, and that was really important to them.”

Both Stott and older brother Ken, her only sibling, passed the 11-plus and went to grammar school, something Stott says her parents saw as part of “the route to a better life”.

Despite this, Stott has no nostalgia for the grammar school system. “I might have just sunk

at a secondary modern, but I think if there had been comprehensives, then I think I’d have probably done just as well,” she says.

“People sometimes see grammar schools as the only solution to social mobility and I just don’t believe that — I think bright kids in a good comprehensive can do just as well.

“I hate the idea that it’s decided at the age of 11 that you’re not very bright and you’re going to be classified like that.”

Stott left Bury at 18 to study English and drama teaching at St Mary’s in Twickenham and her final teaching training placement at a girls’ school in Surrey led to a job.

She married shortly after leaving university and spent the next few years moving from London to Bristol, to Devon, to Coventry.

Unfortunately, she says, “there was suddenly a dearth of jobs and an oversupply of teachers.”

As a result, Stott spent seven years looking after her two small children, Laura, born 1979, and James, born in 1982, and supply teaching, until an offhand comment led her to FE.



Stott aged five

“In Devon, our next door neighbour was a head of department at a local FE college and he said to me: ‘You ought to think about teaching in further education, I think you’d like it’,” she says.

After moving to Coventry, Stott followed his advice, taking up a part-time lecturing job at Tile Hill College (now City College Coventry).

After four years there, Stott noticed Warwick University was offering part-time degrees for FE lecturers and although it was only supposed to be for full-time lecturers, Stott says she “pestered them until they said yes”.

Stott describes the experience as “transformational”.

“I enjoyed lecturing but that got me really interested in policy and curriculum and all of those issues,” she says.

“It made me realise you do stuff in the classroom but then the people who are making the policy are the ones who actually influence what you can and can’t do as a teacher,” she said.

Stott came to FE without any specific FE qualifications, and was in the minority

as a qualified teacher — but she remains ambivalent about the issue.

“I think it’s good for people to aim to be qualified,” she says.

“But I think that idea of having qualifications in the area you’re teaching is equally important, and I don’t think we should put the emphasis on the teacher qualification at the expense of the emphasis on the other.”

On finishing a degree she was faced with a choice between a secure, full-time lecturing or a project-funded policy job at the National Institute of Adult Continuing Education (Niace).

Enthusiasm won, and she took the Niace role supporting unemployed adults.

After the funding dried up, Stott found herself interviewing for a job setting up the Central Access Network — the day after The Further and Higher Education Bill 1992 was published, proposing to turn colleges into corporations.

“I read this bill and thought: ‘well, the local authority isn’t going to want to fund this.’ The only way this is going to work is if we get the colleges to take ownership of this,” she says.

It's a personal thing

What is your favourite book, and why?
Middelmarch by George Eliot — no question. It absolutely has been ever since I first read it when I was about 18. I think Dorothea is a wonderful heroine. She’s very strong, intelligent, humane and loyal, so she’s a brilliant heroine, and at a time when people didn’t write about strong women like that

What is your pet hate?
Broken promises. It really irritates me if people say they are going to do something and then they don’t. I also hate it when you hear about teachers humiliating kids — kids feeling humiliated, being told they’re thick

What do you do to switch off after work?
Friends and family are the most important things. I also belong to a book club, so reading. And I love live music. And also travelling, when I get the chance

If you could invite anyone, living or dead, to a dinner party, who would it be?
George Eliot and Charles Dickens, as they were both kind of social reformers and I thought probably Desmond Tutu. You would get great conversation with those three. Oh, and [City of Bath College principal] Matt Atkinson said I should say him as well — because he’d enjoy the conversation too

What did you want to be when you were growing up?
First of all I wanted to be a vet, that was my first dream job, just because I liked animals really, but then I couldn’t do that because I was too squeamish. And I wanted to be a teacher from early on, but then if I’m perfectly honest, I wasn’t aware of many other options. As a little girl in the 1950s and 60s, it was: ‘Do you want to be a teacher or a librarian or a nurse?’



Stott on holiday at Butlins, aged six

Stott with husband Steve

Stott with husband Steve, son James and daughter Laura, at Buckingham Palace when she received her MBE in 2012

“And it was great — it was a really good model where we got all the colleges, the two universities and the local authority to work together.”

The job also provided Stott with some valuable learning experiences.

“I made some terrible mistakes,” she says.

“It makes me blush now to think about — I’d never had any budgetary responsibility and I completely forgot about cash flow, so of course we ran out of money.

“And when I had to tell my board, I was terrified but they were great — they just said ‘you’ll learn,’ and made sure I got a bit of support.

“They taught me about governance and it was a lesson well-learned.”

Since those early days of incorporation, she’s seen the focus governance change, and she tells me, “that’s no bad thing”.

When Stott was interviewed for the role as chair of governors at City Lit in 1999, she asked to be put on the quality assurance board — only to be told there wasn’t one.

“In those days it was less concerned about quality — the emphasis was on the financial management,” she says.

“That was a reaction to the times and to incorporation and suddenly being responsible for their own budgets.

“Now, I think we’ve shifted that balance, quite rightly, so the money’s there to support the quality, not the other way around.”

Stott moved on to work first for the London Open College Network (commuting back to Warwick) and then the national one, before founding a consultancy — which brought with it the choice of living anywhere for the first time.

So she settled in Bath, where she met her now-husband, Steve, who is also in education, focussing on teaching maths to those with learning difficulties.

In 2012, Stott was awarded an MBE for her services to FE.

“It was the proudest moment of my life,” she says.

“Not the MBE itself — my children wrote me a card saying ‘we’re so proud of you mum’ and I just thought that was wonderful.”

Looking to the future, the most important task

AoC and Find a Future, she says, is about creating “a culture shift”.

“I think politicians absolutely have to understand the importance of colleges and that if you undermine that infrastructure of colleges, then you’re actually undermining the future of the country,” she says.

“And for AoC it’s about constantly, constantly getting the message across, making sure that politicians and officials understand the consequences of their policies.”

And Stott shows no sign of backing off her many commitments, still living by her lecturer’s motto.

“If you’ve got something you’re enthusiastic about, that you really care about, then you’re proactive, then you do it,” she says.

“And I just think I’m very fortunate really to have been able to do things that I think are worthwhile and that I care about.

“Not everybody has that chance, do they?”



Stott graduating from her B. Phil Ed from Warwick in 1991



THE INDY SCENE

John Hyde is the chairman of HIT Training, a hospitality training provider that operates across England, and on the second Monday of every month he writes in *FE Week* about issues affecting independent learning providers

Managing a national training company brings a great deal of variety to my daily workload.

However, this time of the year many of my hours are spent working on our exhibition stands at the various trade shows we attend.

So in the past few weeks I've been at Earls Court for the Restaurant Show, Olympia for the Independent Hoteliers Show, I am writing this article from the Care Show at the NEC Birmingham and of course, we're back at the NEC for the Skills Show in a matter of days.

Then a break until January, when we're exhibiting at the Hospitality Show at the NEC again.

All this is on top of the local careers exhibitions and activities our area teams attend throughout the year.

So why do we invest to attend these national trade exhibitions? Firstly, it not only promotes our brand to our chosen industries, but brings us sufficient new employer clients to justify the expense and time.

The new minister in May needs to plan for a decade of no changes, not loans one minute, then withdrawn when learners vote with their feet, or Functional Skills this week instead of GCSEs last week, grants this week, withdrawn the next

It gives me the opportunity to listen to what employers say they really need for their own staff development and training.

It also enables me to listen to my own staff 'sell' to the employers visiting our stands to ensure they understand the full offer we can deliver and the various funding streams we can access. The bonus for me is the

number of total strangers who come onto our stands and say they already use HIT' and are exceptionally pleased with the service we provide for them.

But worrying is the level of ignorance among employers about apprenticeships, both in hospitality, but also in the care sector, which is highly regulated with mandatory requirements for training.

While it is generally accepted that FE providers have been the major force in promoting apprenticeships to employers, government has funded the National Apprenticeship Service (NAS) and a whole range of advertisements, which in the main appear to have failed.

At HIT, we ensure we get value for money from attending these trade shows. How does BIS evaluate the success of their marketing and advertising of apprenticeships and NAS?

Disturbingly, employers we speak to at these trade shows are confused by the continual changes meddling ministers impose on apprenticeship programmes.

Eligibility for funding, lengths of stay, inconsistencies of age grants, etc, confuse employers and their level of knowledge is normally out of date.

No wonder less than 10 per cent of employers bother with apprenticeships when they need to plan for at least three to five years ahead while a minister can change the apprenticeship funding, content and eligibility rules at a moment's notice.

Again from the Skills Show last year, it was apparent from many of the school pupils visiting our stand that the vast majority were unaware of the existence and potential of apprenticeships. More alarmingly, their teachers were even more ignorant and the parents we spoke to had only vaguely heard of apprenticeships, and had rarely considered it an option for their children.

Hopefully we will now have a period of no changes as we approach the general election. But the new minister in May needs to plan for a decade of no changes, not loans one minute, then withdrawn when learners vote with their feet, or Functional Skills this week instead of GCSEs last week, grants this week, withdrawn the next — that is no way to improve the skill base of the country to grow the economy.

Employers and parents want assurance that the Trailblazer apprenticeships will contain a valid qualification backed by a reputable awarding body, not just a standard agreed by a minority of employers and signed-off by the current minister.

After all, City & Guilds has been creating and approving apprenticeship since mediaeval times, not just the average 18 months the apprenticeship ministers have remained in post.



GERALDINE SWANTON

Senior associate solicitor, education team, SGH Martineau LLP

What is the safeguarding duty and what happens if providers get it wrong?

Ofsted inspectors recently gave a 16 to 19 independent learning provider an inadequate rating having discovered it failing to meet its statutory requirements on safeguarding learners. Geraldine Swanton explains the safeguarding learners issue.

A positive duty to promote and safeguard the welfare of children was imposed on FE colleges and schools by the Education Act 2002.

Private providers are not within the ambit of that duty, but are subject to the Ofsted Common Inspection Framework and to funding conditions imposed by the Education Funding Agency, which will be linked to Ofsted assessment outcomes.

Because of their day-to-day contact with children, educators are considered to be particularly well placed to observe the signs of abuse and to prevent harm.

An inter-agency approach has since been adopted, as set out in government guidance Working Together to Safeguard Children (March 2013). Though primarily intended for children's services, it should be taken into account by all providers.

Complying with a broad, positive duty is much more challenging than a duty that requires a college to refrain from concrete conduct (eg anti-discrimination legislation).

The challenge is reinforced when providers' quality of leadership and management is judged by Ofsted to be inadequate for reasons which include their safeguarding arrangements.

The statutory duty is broad and devoid of specific detail, but is given some substance in the statutory guidance published from time to time by the Department for Education.

The current version is Keeping Children Safe in Education, which was issued in April 2014, which in some respects lacks the specificity of previous versions.

The guidance interprets the statutory duty as comprising three essential elements. They are: identifying concerns regarding harm to children and reporting those concerns to the relevant agency via the senior member of the college's staff with responsibility for safeguarding; recruitment of staff to ensure that unsuitable people do not work with children; and dealing with allegations of abuse against staff.

The guidance requires colleges to have an "effective" child protection policy in place which is promulgated to all staff.

The policy should describe procedures that are in accordance with government guidance and refer to locally agreed inter-agency procedures put in place by the Local Safeguarding Children Board.

Regular staff training is key to discharging the duty. That policy should be reviewed

annually by the governing body, which has a supervisory role.

Providers should have genuine concern for the wellbeing of every learner, but in an increasingly regulatory environment, every provider needs to be mindful of the legal consequences of failing to discharge safeguarding duties.

There is no scope in the legislation for a legal action against colleges for breach of statutory duty. In addition, failing to prevent abuse perpetrated by third parties outside of a college or private provider's control is unlikely in most circumstances to lead to a successful claim of negligence.

Of much greater import is a negative assessment by Ofsted and persistent failure to comply with the duty could precipitate intervention by the Secretary of State under powers conferred by the Further and Higher Education Act 1992 in respect of colleges and in relation to private training providers, termination of funding contracts.

Ofsted's common inspection framework no longer attributes a limiting grade overall to the quality of safeguarding, but significant weight appears to be attached to it in the assessment of leadership and management.

Every provider needs to be mindful of the legal consequences of failing to discharge safeguarding duties

The checklist of factors that Ofsted will consider is set out in its inspection handbook, is comprehensive and, arguably, more prescriptive than the statutory guidance.

For example, it states that inspectors will take into account whether learners are suitably protected from the risks associated with radicalisation and extremism.

Government guidance may help to elucidate what amounts to suitable protection.

Colleges and private providers should ensure that they have a range of policies to address threats of harm to children, from e-security, bullying to radicalisation.

Further, staff should be sensitive to the signs of abuse and should report all reasonable suspicions to the designated member of staff.

Though staff should co-operate with inter-agency case investigations, they should not assume responsibility for handling and resolving cases of abuse. That is the responsibility of the relevant statutory agency.

The most recent government release on FE loans indicated that the number of applications from learners aiming to study at level four was being hit. Mike Farmer explains what this might mean for the sector.

There has been plenty of analysis of the impact of 24+ Advanced Learning Loans, but one aspect does not appear to have received much attention — the impact at level four, which appears to be much greater than at level three.

In 2012/13, the year immediately prior to the introduction of the loans scheme, about 10 per cent of learners aged 24 and over studying at level three and above were at level four. In 2013/14, the first year of the scheme, the proportion dropped to 5 per cent, which is consistent with the proportion of level four 24+ loan applications since the start of the scheme.

So, leaving aside the apprenticeship 'fiasco', the introduction of the 24+ loans scheme appears to have its biggest impact on the numbers choosing level four qualifications. So far as I can judge, this was not predicted.

The Department for Business, Innovation and Skills (BIS) Regulatory Impact Assessment, published in June 2012, for example, anticipated an overall 45 per cent fall in student numbers, but made no prediction about differential effects on level four.

Why should this be so? And should we be worried?

There are no easy answers to the first question. We all need a much better



MIKE FARMER

Mike Farmer, director of Farmer Research Associates, Apt Awards board chair and former governor at South Gloucestershire and Stroud College

Level four FE loans — whither policy now?

understanding of this newly-created market and what influences consumer behaviour.

Leaving aside the apprenticeship 'fiasco', the introduction of the 24+ loans scheme appears to have its biggest impact on the numbers choosing level four qualifications

The paucity of detailed published information (eg on qualification uptake) does not help.

By April 2014, for example, nearly 60 per

cent of all level four loan applications were in one subject (accounting diploma) — but is that consistent with previous years?

What changes have there been in the types of level four learners? Have employer-supported part-time learners fallen more than self-funded and full-time learners? Since level four+ overlaps with higher education there may be some answers from that sector, on which there is more detailed information.

The Higher Education Funding Council for England reports significant recent falls in higher education student numbers on part-time and sub-degree (level four and five) courses such as HNC/HND, DipHE and Foundation degrees following the introduction of the current higher education loans regime.

Employer funding for students is also (consequently?) reported to have fallen significantly. Could the same trends be happening at level four+ in FE? Policy debate cannot sensibly happen in an information vacuum.

Is the fall in level four numbers a problem anyway? On the one hand the government

and just about everyone else is stressing the importance to the nation of higher level skills, particularly in certain key areas (nuclear commissioning/de-commissioning and HS2 spring to mind).

On the other, the loans schemes in both FE and higher education are designed to facilitate student choice, on the basis presumably that the consumer knows best.

However, significant public hand-wringing immediately sets in when consumers make what are perceived to be the 'wrong' choices (think 'endangered subjects' in higher education).

The recent BIS consultation on the future of FE loans suggested that one of the reasons for a transfer of HND/Cs from the higher education to the FE loans system, was that students at private colleges were 'not in priority vocational areas' (translation — taking the 'wrong' subjects).

For me, the policy lesson is that once you establish a market, you must accept the consequences of consumer choices, although you need to understand them better, and provide better consumer advice.

The dilemma for government is if, in its view, such a market fails for vocational areas where it has a policy on what subjects and qualification levels people should take, it no longer has the financial levers to deliver what it wants. This is exactly what Professor Ewart Keep has pointed to in his paper What does skills policy look like now the money has run out?

Level four is a fascinating test case for this thesis.



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CAMPUS ROUND-UP

Kick-off for college’s first women’s football team

Women’s football has got off to a winning start at Walsall College after their first ladies team hit the top of the table. The college’s sports tutors had been keen on starting the team for a number of years but there were never enough students interested in playing. They finally launched a team this academic year after 14 level three sports performance and excellence learners signed-up.



From left: Team members Chloe Perkins, aged 17, Ketsie Falvey-Taylor, Catherine Waites, Elicia Snape and Kyrie Ball, all aged 16

From left: Chloe Perkins, aged 17, and Elicia Snape, 16

The side hasn’t wasted any time making its mark in the Association of Colleges West Midlands Women’s Category Three League. It is top of the table following two wins and a draw. Mark Howard, sports development co-ordinator, said: “The ambition for next year is to have a first and second team and although it will be a big challenge, we think it’s achievable.”

Out of this world costumes for spacewalk through Bath



From left: Media lecturers James Purslow and Ed Powell dressed as Cyborgs from Star Trek

Left: Media lecturer Tom Gray dressed as Darth Vader from Star Wars

Bath city centre was invaded by aliens as students completed their third annual fundraising spacewalk. More than 100 students from City of Bath College dressed as characters from Star Trek, Star Wars and the Men In Black movies and a variety of other space creatures. They collected £272 through selling doughnuts and collecting donations in buckets while passing tourist attractions including Bath Abbey, The Theatre Royal and Thermae Bath Spa. The event was organised by the college’s business, media and performing arts departments for the Off the Record charity which provides free and confidential support to young people with mental health issues. Level three music tech student Nico Prommer, aged 18, said: “It was good to be able to do something for charity and everyone looked amazing.”

Learners carrying collection buckets

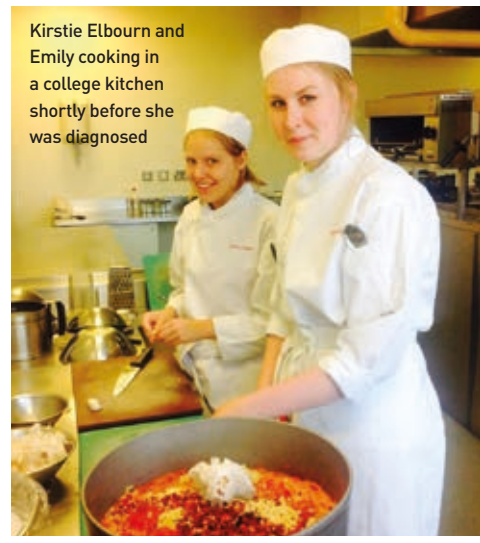
Teen who blogs about cancer battle returns to catering course

A teenage blogger who writes about her battle with cancer and also her favourite recipes has resumed her professional catering course at East Kent College after finishing chemotherapy, writes Paul Offord.

Catering student and cancer sufferer Emily Mackay is determined to spread the word about how the disease affects teenagers. The 18-year-old East Kent College level three learner was diagnosed a year ago with a rare type of bone cancer, called osteosarcoma, in her right thigh bone and the left saddle bone of her spine. She was forced to put her studies on hold while undergoing chemotherapy, but carried on developing recipes for a blog she launched in January called Cooking and Cancer. She resumed her course in September after completing the treatment and represented the college last month at a fundraising event in Skipton, North Yorkshire, for the Ilkley Candlelighters charity, which supports research into children’s cancers. Emily helped top chef Steve Smith, from Freemasons gastro pub in Wiswell, Lancashire, which was ranked number one in the 2015 Good Food Guide’s Top 50 UK Pubs, prepare dishes including heritage potatoes cooked in ham knuckle stock, crispy hen’s egg and mushroom ketchup for the guests. She said: “Returning to college and working with Steve was fantastic. It was inspirational hearing him explain how he came up with ideas for his dishes.



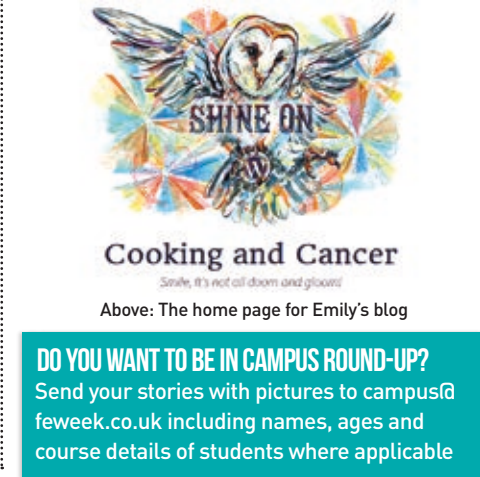
Emily Mackay after her chemotherapy



Kirstie Elbourn and Emily cooking in a college kitchen shortly before she was diagnosed

“I started the blog because I thought people weren’t aware of how many young people are affected by cancer and it would be good to spread the word. “I have always enjoyed cooking and writing about it helped keep me going. My dad, Graham, is a real foodie. He’s my sous chef who helps me test out my recipes.” Her lecturers organised a six-course fundraising meal and charity auction in her honour in April, which raised £5,000 for The Teenage Cancer Trust. She said: “They we so supportive and just said ‘come back when you are ready’.” Emily also spread the word about support available to cancer sufferers on prime time BBC One show Saints and Scroungers —

which reports on benefits fraudsters and people who deserve government help. She was interviewed by presenter Matt Alwright for an episode screened last month about emotional and practical support she received from charity Cancer and Leukaemia in Childhood (CLIC) Sargent. Emily said: “I had previously said I would be happy to help with anything to advertise the charity and they emailed me to ask if I would be interviewed for the show. “I was terrified but my mum, Karen, was interviewed too and it was a new experience for both of us. I talked about the good advice CLIC Sargent gave me on care and financial support available to cancer sufferers.” It represented another encouraging step forward in her battle with the cancer which has been cleared from her femur, but remains in her spine. Visit cookingandcancer.wordpress.com to read Emily’s blog.



Above: The home page for Emily’s blog

DO YOU WANT TO BE IN CAMPUS ROUND-UP? Send your stories with pictures to campus@feweek.co.uk including names, ages and course details of students where applicable

& MOVERS SHAKERS

Your weekly guide to who’s new and who’s leaving

Former Association of South East Colleges (AOSEC) chief executive Dr Jan Edrich has been appointed principal at Hampshire’s Eastleigh College. She takes over from Tony Lau-Walker CBE who retired after 17 years at the college — and two years after leading it to an Ofsted outstanding grade. Dr Edrich has worked at the college as the deputy chief executive since October 2012. She has a doctorate in college strategic planning and policy and has worked in education since 1990, having come from a commercial background in telecommunications manufacturing. Outside of work, she likes to de-stress by running and has four marathons under her belt. “During my time at AOSEC I worked closely with 60 colleges and spent a lot of time with them on budgets, quality improvement and strategy, so I know what makes a college special,” she said. “I particularly liked the focus at Eastleigh

College on preparing young people for work, an apprenticeship or university, in partnership with employers in the area to make sure that they get plenty of real experience and know what to expect. “There is an excellent team here at the college and we are proud of our reputation of getting students into great jobs in both local and national businesses — it is crucial that our students are highly employable at the end of their time with us.” Meanwhile Bournemouth & Poole College is preparing for life without principal Lawrence Vincent, who has announced he is to leave at the end of the academic year. He said: “I have decided that it’s time for me to move on as principal of Bournemouth & Poole College. “The project that I was brought in to achieve, namely to modernise and improve the college, will have been completed by then and I will be moving on to new challenges. He added: “I have had a wonderful 20 years here and will have been principal for six years

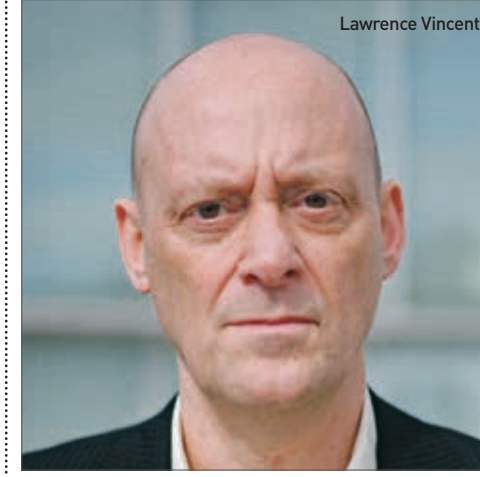


Dr Jan Edrich



Tony Lau-Walker

by the time I depart; I’ll be around for some while yet. I want to be sure that the college gets a new leader who will be the right fit for the college’s ambitions.” Joy Postings, chair of the board of corporation said: “We are very sorry Lawrence is leaving us at the end of this academic year. “He has created a strong base on which the college’s reputation within the community has grown. Lawrence has transformed how we work with businesses, ensuring our students leave with the confidence and skills that they need to get jobs and progress in their careers.”



Lawrence Vincent

If you want to let us know of any new faces at the top of your college, training provider or awarding organisation please let us know by emailing news@feweek.co.uk

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Save £50 when you quote ‘FEWEEK14’

Meeting New Standards in Teaching, Learning & Assessment in the FE & Skills Sector

Embed new accountability measures including English and Maths, develop a culture of staff development and move towards Outstanding

“Well planned, relevant, useful with something to take back and implement”
Department Director – STEM, Stanmore College

“Excellent, worthwhile attending, energising and making me feel like it can be done!”
Head of Teacher Training, PSC

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ASPIRE to work for the most exciting and fastest growing Apprenticeship company, with opportunities to ACHIEVE real success by helping our Apprentices to ADVANCE their careers.

Aspire Achieve Advance (3aaa) is the fastest growing provider of Apprenticeships in the country. Working with some of the most innovative companies in the country, we deliver life changing opportunities for young people in Technology, Social Media and Accountancy.

We are now looking to fill the following positions to support us in the next stage of our growth as we increase the number of Academies from which we operate and double the number of Apprentices that we have on our programmes in the next 12 months:

Finance Director: We are looking for an inspirational Finance Director who will form part of our leadership team as we continue with the unprecedented growth that we started in the last year. This is not a 'standard' FD role but one where we are looking for drive, innovation and fast decision making, and for the individual to be integral to the success of 3aaa. The role will be based at our Head Office in Derby and offers a market leading salary rate. To find out more about the role, contact the 3aaa Managing Director, Andy Palmer on 01332 880515

3aaa, Aspire House
Sitwell Street, Derby, DE1 2JT
T: 01332 880 515
E: recruitment@3aaa.co.uk



www.3aaa.co.uk

Head of Compliance: The Head of Audit and Compliance will report directly to the Managing Director but will also have a direct reporting line into the Chairman. The role will be responsible for providing strategic advice and guidance to the Board of Directors which accomplishes the business Audit and Compliance objectives. The role will be based at our Head Office in Derby and offers a market leading salary rate. To find out more about the role, contact the 3aaa Managing Director, Andy Palmer on 01332 880515

Assessors and Trainers: We are currently recruiting for Assessors and Trainers in Technology, Social Media and Accountancy across all of our 30 Academies nationwide. The main responsibility of these roles is to assess and train our Apprentices throughout the programme, both in the academy and in the work place. Market leading salary rates will be offered for the role.

To arrange a time to speak about any of our new roles, please send a copy of your CV and a covering letter outlining your skills and experience to Jess Ford (3aaa HR Advisor) at recruitment@3aaa.co.uk. Check out our website for more information about the roles and to find out more about our programmes and locations: www.3aaa.co.uk



Lecturer – Applied Science/Biology (0.6 Fractional Post)

Chaffron Way Campus, Milton Keynes
£17,662 - £31,941 per annum

We are currently seeking to appoint a Lecturer in Business Finance to join our highly committed team. The successful applicant will be an enthusiastic team player and keen to contribute to the delivery of our Level 2 and Level 3 vocational Business course programmes within the curriculum area. We welcome applications from qualified and experienced practitioners but we are also prepared to consider other applicants who show potential to be excellent teachers.

Lecturer – Business Finance

Chaffron Way Campus, Milton Keynes
£17,662 - £31,941 per annum

We are currently seeking to appoint a Lecturer in Business Finance to join our highly committed team. The successful applicant will be an enthusiastic team player and keen to contribute to the delivery of our Level 2 and Level 3 vocational Business course programmes within the curriculum area. We welcome applications from qualified and experienced practitioners but we are also prepared to consider other applicants who show potential to be excellent teachers.

Lecturer – Psychology/Sociology (2 Posts)

Bletchley Campus, Milton Keynes
£17,662 - £31,941 per annum

We are currently seeking to appoint two Lecturers in Psychology/Sociology to join our highly committed team. The successful applicants will be enthusiastic team players and keen to contribute to the delivery of A Level/GCSE/Access to HE course programmes within the curriculum area. We welcome applications from qualified and experienced practitioners but we are also prepared to consider other applicants who show potential to be excellent teachers.

Closing date for all posts: Wednesday 19th November 2014

For further information

Visit: www.mkcollege.ac.uk/jobs Email: recruitment@mkcollege.ac.uk Follow us @MKCollegeJobs



Learn Experience Succeed Grow

Director of Finance

£70,000 - £75,000 (circa)

Closing date: 28th November 2014, 12noon
Assessment/Interview Days: 10th & 11th December 2014

This post is an exciting opportunity for someone who excels and wants to make a difference. The aim of the role is to make a substantial contribution to the College's financial business and strategic planning processes. Liaising with auditors, funding bodies and other stakeholders will be a significant feature of the role. This includes being responsible for reporting to governors on the financial health of the College and preparing reports to support their strategic decision making.

The successful candidate will be a designated senior post holder and a member of the senior management team. As such they will be fully involved in supporting managers to maintain the highest standards and to be innovative in both curriculum and service delivery. The role includes the further development of an effective framework of financial and funding process which have a positive impact on the student and employee experience to ensure outstanding financial health status.

You will work with the Principal and Senior Leadership Team (SLT) to support an effective and responsive outstanding College.

Please send completed applications with a letter detailing how you can contribute based on the above to recruitment@west-cheshire.ac.uk or by post to **Organisational Development & HR, West Cheshire College, off Sutton Way, Ellesmere Port, CH65 7BF**. Shortlisting is scheduled to take place on 2nd December 2014 and assessments and interviews will take place on the 10th and 11th December 2014 (may be subject to change).

For further details please visit www.west-cheshire.ac.uk

T R I B A L working as one

Technical Business Consultant needed for Vocational Learning Implementation Services team

£30,000 to £40,000 pa and car allowance plus benefits. Home based with frequent UK travel

Tribal is a fast paced technology business responsible for a portfolio of world class solutions which support the business of education, learning and training.

We currently have an exciting opportunity for an enthusiastic and self-motivated Technical Business Consultant to join our Vocational Learning Implementation team who deliver technical solutions for our customers. The main focus of the role is to create positive and constructive working relationships with customers to meet and exceed their expectations in the delivery of our services and software.

We are looking for an engaging, confident and ambitious problem-solver with excellent customer-facing, organisational and presentation skills. Strong technical skills including knowledge of basic

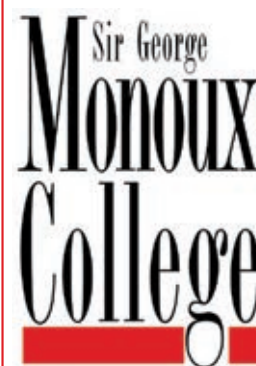
database structure and design and SQL, MS Access and MS Reporting Services are a must. Knowledge in one or more of workflow, Visual Studio, web design (web services) or Extract, Transform & Load (ETL) would be a great advantage.

A can-do attitude and the ability to build and maintain effective working relationships are essential and the ideal candidate will be a natural communicator with the ability to influence and negotiate. An understanding of the post-16 education sector is desirable and knowledge and experience of ebs or similar solutions is highly advantageous.

To apply, please visit our vacancies page where you can search for this vacancy and apply online:

www.tribalgroup.com/aboutus/workingfortribal/Pages/Vacancies.aspx

Tribal is an equal opportunities employer and positively encourages applications from all suitably qualified and eligible candidates. Tribal has publicly committed to this by signing up to the Two Ticks Positive About Disabled People scheme. This ensures that all disabled applicants, able to demonstrate that they meet the minimum criteria of the job description are guaranteed an interview. If you are disabled and feel this applies to you, please let us know on your application form.



Sir George Monoux Sixth Form College has been rated by Ofsted as Good with Outstanding features in October 2012 and ranked No. 2 in London for Sixth Form Colleges. We send over 600 students to university every year, 10% of those to Russell Group Universities including Oxford and Cambridge. We are an aspirational College, fast improving with the goal to becoming outstanding. Situated on an attractive 17 acre site in the London Borough of Waltham Forest the College benefits from excellent transport links. We are looking to appoint the following exceptional staff:

HEAD OF PROGRAMME MATHS

Salary: £41,558 - £46,795 p.a. inclusive of Outer London Allowance
Hours: 36 hours per week x 52 weeks per year
Start Date: January 2015

We are looking to appoint an enthusiastic, experienced and knowledgeable Manager who is also an excellent teacher, to lead and manage the team in both curriculum and staff development.

This post is a management post and you will lead on the development of the cross-college numeracy strategy. Other cross-college responsibilities may be developed based on your own skills and experience.

HEALTH AND SOCIAL CARE TEACHER & COURSE LEADER

Salary: £24,142 - £34,194 p.a. inclusive of Outer London Allowance
Plus remission time and additional professional payment may be negotiated depending on prior experience
Plus PSP of up to £5,272 for eligible candidates
Start Date: January 2015

We are looking for an excellent Teacher and Course Leader of Health & Social Care to teach and lead on the BTec Level 3 Extended Diploma in Health & Social Care. Enthusiastic and motivated, you will build on the successes of the programme and help to develop the area. Experience in delivering childcare courses would be an advantage. You will possess excellent communication and team building skills and use your vocational experience to enhance the curriculum delivery. The role may also require you to be a Tutor.

MATHS TEACHER

Salary: £24,142 - £34,194 p.a. inclusive of Outer London Allowance
Plus PSP of up to £5,272 for eligible candidates
Start Date: January 2015

We are looking for a Maths Teacher to join our dynamic, friendly and dedicated team. We deliver a variety of courses including FSMQ's, GCSE, A level Maths, Statistics and Further Mathematics. The person appointed would be expected to teach on a range of these courses. A willingness to rise to the challenge and develop your skills is more important than experience, although experience is also valued.

ECONOMICS TEACHER

Salary: £24,142 - £34,194 p.a. inclusive of Outer London Allowance
Plus PSP of up to £5,272 for eligible candidates
Start Date: January 2015


We are looking for an enthusiastic, well-qualified and experienced Teacher of A Level Economics, with a proven track record of success, to join our large, well-resourced and supportive department. Economics has a long and successful tradition at the College, which we wish to see maintained.

You will have a strong academic background in the subject and ideally have recent experience of teaching the OCR specifications. It is expected that the successful candidate will be able to teach both micro and macroeconomics to AS students but also make a strong contribution to at least one of the A2 modules.

The post is currently fractional (0.4) but the ability to offer a second subject, such as Government & Politics or Maths, may enable a full-time post to be offered.

Closing date for all roles: 12 noon on Friday 28 November 2014
Interview dates: week commencing 08 December 2014

To apply go to: **www.george-monoux.ac.uk/jobs**



Vice Principal Resources, Tameside College
£Highly competitive + relocation, Ashton-under-Lyne



When considering your next career move you want to be confident that you'll benefit from the professional support and development opportunities that enable you to reach your full potential. As part of a new senior management team at Tameside College you'll find just that – as well as a genuine commitment to team working and ambitious plans for future growth.


Tameside College is a place where students and staff flourish – and you can too. With a turnover of £24m+, good and improving success rates, strong financial health and a major capital investment programme underway, we're looking to the future with confidence and realistic plans for growth.

As our new Vice Principal Resources, you will have a broad remit which includes Finance, IT, MIS and Estates. You will also be joining a small, newly formed senior team with a clear strategic remit to ensure the College continues to deliver sustained and demand-led curriculum growth. Previous experience of capital projects would be useful but isn't essential as the first phase of the new build programme will be handled by the existing team. A qualified chartered accountant, you will be a strategic thinker with significant knowledge and experience of FE funding streams, strong expertise in MIS and exceptional leadership skills.

This is a rare opportunity for an ambitious individual with a proven track record in a senior resources role in a high performing college to take the next step in their career. If you are attracted by the opportunity to play a major part in shaping the future of Tameside College in the communities it serves and more widely within the Greater Manchester FE community we would like to hear from you.

Visit www.tamesidevp.co.uk to find out more or contact Trudy Searle or Mike Galloway at Navigate on **07791 090141 / 07765 595758**.
Closing date: 19th November.
Longlist interviews: week commencing 1st December.
Final interviews week commencing 8th December.








FE Week

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New College Stamford
All round excellence

Head of MIS, Funding and Planning

This role offers an exciting opportunity for a motivated and enthusiastic professional that has the ability to lead and develop the MIS and Exams team to provide comprehensive, reliable, relevant and up-to-date information and reporting facilities, supporting a learner centric ethos.

Learning and Standards Manager – Skills for Work and Living

This role offers an exciting opportunity for a motivated, enthusiastic and learner centric professional that has the ability to ensuring a high quality, dedicated support and delivery service for Students with Learning Difficulties and/or Disabilities (LLDD) at the College, ensuring a student focused ethos is at the forefront of the provision.

New College Stamford is in the small rural market town of Stamford in Lincolnshire; an attractive market town (pop. 19,000) situated on the border of five counties (Leicestershire, Rutland, Northamptonshire, Huntingdon and Cambridge). It is described as the 'finest stone town in England' and has good transport links nationally via train and road networks.

For the full job descriptions, person specifications and information on how to apply for this job please follow the link below
<http://www.stamford.ac.uk/jobs/> **Closing Date: November 23, 2014**

Recognising the potential of a diverse community New College Stamford is committed to safeguarding and promoting the welfare of children and adults and expects all staff and volunteers to share this commitment. Successful candidates will be required to complete an Enhanced Disclosure and Barring Services (DBS) application. New College Stamford is a 'Specified Place'.



Foundation and Skills English Lecturer
Full-time and/or part-time considered
Teaching either GCSE & Functional Skills, or both.
FTE 1.0 £22,961.24 to £32,594.00 per annum

Do you have the skills and expertise to successfully develop the English skills of young people?

We are a college rapidly improving towards outstanding and are seeking highly experienced English tutors to join our team of staff who deliver English across college.

Experience of working with young people aged 16-18 is essential as well as having the ability to deliver the curriculum creatively. You will have excellent organisational skills and be able to work independently across the college.

Experience of teaching either Functional Skills or GCSE English is essential. Ideally, you will hold a teaching qualification, a relevant degree or equivalent professional qualification, and it is desirable for you to possess a Level 4 subject specialist qualification.

As an experienced teacher, you will be flexible, approachable and preferably be familiar with the current issues and challenges within Further Education. You would be joining a supportive team which has a strong focus on improving standards and achieving success.

*BCoT will offer "New Teachers" a loan to cover the cost of study and obtaining teaching qualifications. Provided the qualification is obtained, repayment of the loan is not required***
*** Terms and conditions apply*


BCoT is committed to safeguarding and promoting the welfare of all its learners, and expects all staff to share this commitment. The successful applicant will be required to undertake appropriate checks, including an enhanced DBS disclosure as well as providing proof of right to work in the UK.

BCoT is an equal opportunities employer and we welcome enquiries from everyone and value diversity in our workforce.

Applications will be reviewed on an on-going basis and an appointment made as soon as a suitable candidate is identified.

To apply for this post, please click on the link below:-
https://www.hirewire.co.uk/FE/1053284/THW_JobBoard.aspx

If you wish to send a CV with your application, please remember to click "upload" after attaching it, otherwise your CV will not be sent to us.





Trainee Maths Teacher needed!

No previous teaching experience needed.

Total People are one of the largest suppliers of work-based learning in the North West of England. On our last Ofsted inspection we were awarded a 'Grade 2', placing us in the top 15% of training providers in the country. Currently supporting over 1800 employers and 4500 learners throughout Cheshire, Staffordshire, Shropshire and the Midlands.

This position of Trainee Maths Teacher is an ideal opportunity for anyone who would like a career in teaching, putting maths knowledge gained into practice whilst undertaking a recognised teaching qualification with us.

You will work towards helping learners who have not achieved a GCSE A* - C in mainstream education, to improve their maths skills and achieve a higher level of qualification and in return we will provide the training that will equip you to deliver GCSE maths.

Visit our website for more information & to apply!

 01606 734024

 /totalpeople

 @totalpeople

 hr@totalpeople.co.uk

Visiting Tutor English - Talent Pool

Hackney Community College is entering an exciting and challenging time.

We are looking for a dynamic English teacher to deliver Functional Skills English to students on our vocational courses and help them progress to GCSE level. The successful candidate will posses:

- Experience of teaching Functional Skills English to a range of age groups and levels in an FE context.
- The ability to use a variety of teaching strategies and contextualise to meet the needs of learners on different courses.
- A commitment to providing a high standard of education for our students.


In return we offer Family friendly policies, ICAS employee assistance programme and a contributory pension scheme.

The College is committed to safeguarding young people and vulnerable adults. We make sure that our workforce is reflective of the community and welcome applications from all sections of the community.

All applicants should use the personal specification to apply for this job demonstrating their ability to meet all the requirements in the personal specification. This can be found on our website:
www.hackney.ac.uk

Closing date: 30th November 2014

Shoreditch Campus
Falkirk Street
London 1 6HQ
www.hackney.ac.uk





CALDERDALE COLLEGE
www.calderdale.ac.uk

Functional Skills English Tutor

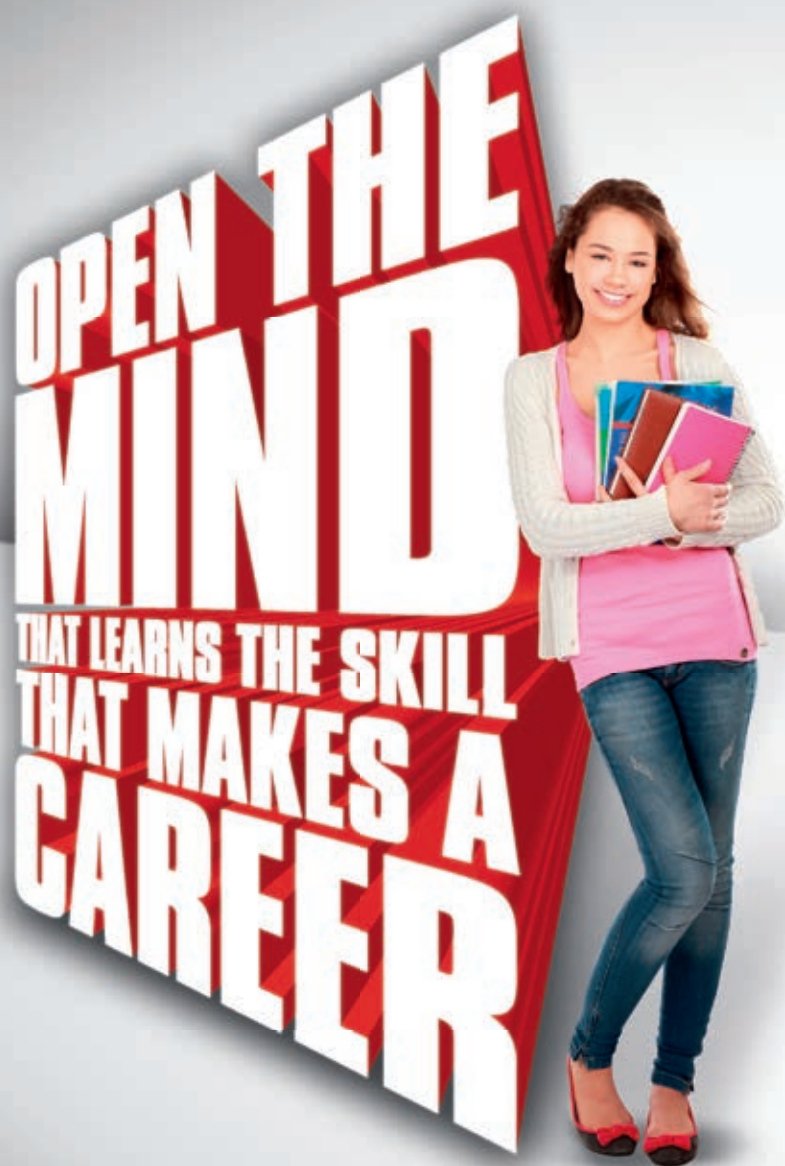
An opportunity at Calderdale College, Halifax has become available:

Job title	Functional Skills English Tutor
Department	Construction and Technology
Contract type	Permanent
Hours	35 hours per week
Salary	£23,245 - £32,371

For an information pack and application form please visit our website www.calderdale.ac.uk, email Human Resources: jobs@calderdale.ac.uk or telephone: 01422 399311.

Deadline for application: Midday Wednesday 19th November 2014.





Here at OCR, we work with you and employers to create relevant and skill-based qualifications. They can help empower your learners to develop the skills they need for future employment and life.

Our range of vocational qualifications is proven to not only support people's education, but also raise their confidence and aspirations for the future.

It is only by continuing to work together that we can ensure the future workforce is armed with the skills required to move their careers forward and become empowered individuals and employees.

Visit ocr.org.uk/vocational to empower your learners

Quality Vocational Qualifications, Cambridge Style



OCR
Oxford Cambridge and RSA

FE Week Sudoku challenge

How to play: Fill in all blank squares making sure that each row, column and 3 by 3 box contains the numbers 1 to 9

	1	5		4		6	3	
			8		3			
	9						2	
6		9				2		4
	8						9	
5		3				7		1
	3							4
			9		6			
	6	8		1		3	7	

Difficulty:
EASY

5				1			9	6
1		7					2	
						3		
	8		6					5
			5		1			
6					3		8	
		3						
	7					1		3
2	5			9				4

Difficulty:
MEDIUM

Solutions:
Next week

Last Week's solutions

7	8	5	3	2	6	9	4	1
2	1	3	7	4	9	6	8	5
4	6	9	1	5	8	3	2	7
6	5	1	4	7	2	8	9	3
9	4	8	6	1	3	5	7	2
3	7	2	9	8	5	1	6	4
5	9	6	2	3	7	4	1	8
8	2	4	5	6	1	7	3	9
1	3	7	8	9	4	2	5	6

Difficulty:
EASY

9	1	2	5	6	4	7	8	3
8	5	3	1	9	7	6	4	2
7	6	4	3	2	8	1	9	5
2	4	5	7	8	1	9	3	6
1	9	8	6	4	3	2	5	7
3	7	6	9	5	2	8	1	4
6	2	1	8	3	5	4	7	9
5	8	9	4	7	6	3	2	1
4	3	7	2	1	9	5	6	8

Difficulty:
MEDIUM

Spot the difference
to WIN an FE Week mug!



Spot five differences. First correct entry wins an FE Week mug. Text your name and picture of your completed spot the difference to 07969 166 374.

Last week's winner was Joe Briggs, account executive at Ipswich-based Genesis PR